

**DOES NEP 2020 ASSIST INDIAN YOUTHS IN SURVIVING?****Dr. Mou Roy<sup>1</sup> and Bireswar Pradhan<sup>2</sup>**<sup>1</sup>Assistant Professor, SOA, Bhubaneswar, Odisha, India<sup>2</sup>Research Scholar and Academic Counselor, IGNOU, New Delhi, India<https://orcid.org/0000-0001-5905-0115>**ABSTRACT**

*Is education a commodity? Are universities in India, regardless of their nature, only selling certificates? Are character-building and self-confidence characteristics of higher-educated Indian youths' increased productivity? Are Para Vidya (spirituality) and Apar Vidya (technicality of education for survival in society) combined in the curriculum of higher education in India? Can holders of higher education certificates get employment in the respective streams or in any start-up business? All the questions are related to higher education in India. These are the inquiries of the common Indian people. To understand these questions, it is necessary to inquire and try to establish their reality. Can Swami Vivekananda's Gurukul strategy be utilised in a more productive way for a better society? Is NEP 2020 resolving the aforementioned issue in India?*

*To comprehend the utility of NEP2020, a qualitative research approach was used. The study area is in the Kolkata region, and the respondents are students between the ages of 20 and 30. The convenience sampling technique was used to collect primary data. The collected data were subjected to thematic and content analysis..*

*The education policy has piqued the interest of Indian youth. Both the traditional education policy and the skill-based education policy are in excellent condition. Skills shape people from childhood to adulthood, and NEP 2020 emphasised the importance of developing a skilled-based India for self-confidence. The concept is not new in theory; Vedic education is also a mix of spiritual and academic technicalities. To ensure long-term viability, Para and Apar Vidya are placed in a separate section.*

*In Vedic time, Gurukul was the perfect place for learning but today Gurukul education may not be possible as it may not accommodate huge population. But Swami Vivekananda concept was to produce efficient teacher who can teach and build nation for self-sufficient way. The limitation is that Does India produce efficient teacher who can balance both Para and Apar Vidya?*

*Keywords: Gurukul, self-confidence, skill-based education, education*

**1. INTRODUCTION**

“Education is not the learning of facts, but the training of the mind to think.” –

Albert Einstein

“Education is the most powerful weapon which you can use to change the world.”-

Nelson Mandela

“The highest education is that which does not merely give us information but makes our life in harmony with all existence.”

-Rabindranath Tagore

“Education is the manifestation of perfection already in man”.

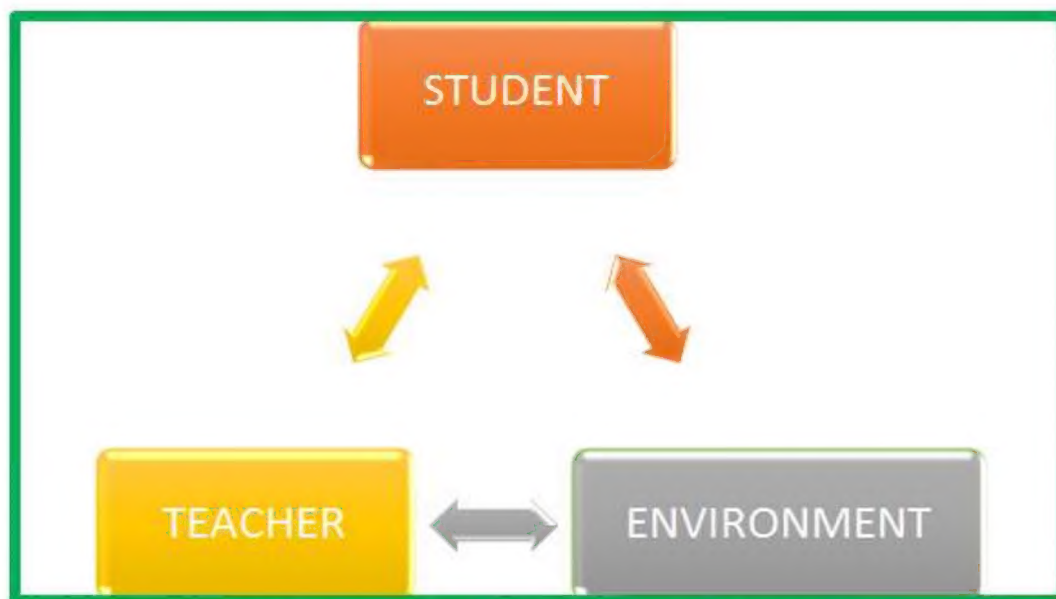
Swami Vivekananda

The above-stated four renowned definitions give us a powerful insight about education, the common thing is that education has its own power to shape human mind for societal benefits. Education is not merely coping and pasting or neither it is a store house. It has its own utility for betterment but it is required for proper utilization.

Swami Vivekananda stressed the education for man-making. But in present day, problem is proper man-making. Man-making means to train human mind for benefits self and society. Why proper man-making is not going in contemporary world.

In education, student, teacher, and environment are related to final shape of education.





**Fig:** Student, Teacher, and environment relationship

The present problem of the education is not making noble human beings as a result the society is not progressing. The various ill-accidental events are happened in India. Delhi, Kolkata, Mumbai, and Chennai are metro-cities where various types of accidents are happening day by day as per media reports. But as per National Survey of India, Indian literacy rate is 77.7% in 2022. In black and white, it is excellent, but why vulnerable events are going till today as per various media report. Whether present education system is not making noble human beings, or present education is creating human mind to motivate to do ill-mindful vulnerable action in society.

Justice Abhijit Bandyopadhyay, the Judge of Calcutta High court order CBI inquiry about teachers' recruitment. CBI is inquiring about the facts and figure, in the mean time Education Minister in West Bengal is at jail in this connection. Common views' about teachers' recruitment in west Bengal are in questionable. Swami Vivekananda's concept of Gurukul indicates to create proper teachers who create numerous students. Teacher can proud that he has made student who hold prestigious position for noble motives to create nation for harmonious way.

All the common men views are that manipulation are the biggest problem as a result it is problem to find out proper human beings for teaching purposes. In Vedic period Guru (teacher) mould student with the help of Para vidya (spiritual knowledge) and Apra vidya (technical knowledge), as a result they solve the problem easily and they also teach other how to solve the problem in harmonious way.

Today common parlance about Education is a commodity and Universities are basically selling certificates. No studies have been done to solve education related commoditization problem? Does NEP 2020 solve commoditization problem? Does NEP 2020 produce character-based student? The main objectives of the study is to find out functional key areas related to student character building as well as their development and national development.

## 2. LITERATURE REVIEW

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities will determine the future of our country. The global education development agenda reflected in the SDG4 of the 2030 Agenda for Sustainable Development, adopted by India in 2015, seeks to "ensure inclusive and equitable quality education" by 2030. There will be a growing demand for humanities and art, as India moves towards becoming an advanced country. The growing emergence of epidemics and pandemics will also call for collaborative research in infectious disease management and development of vaccines and the resultant social issues heightens the need for multidisciplinary learning.

With the changing employment landscape and global ecosystem, it is becoming increasingly critical that children not only learn, but more importantly learn how to learn. Education must build character, enable learners to be ethical, rational, and caring, while at the same time preparing them for gainful, fulfilling



employment. This National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country.

India's Education Policy lays particular emphasis on the development of the creative potential of each individual. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chakrapani Datta, Madhava, Panini, Patanjali, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar. The Indian education system produced great scholars such as Charaka, Susruta, Aryabhata, Varahamihira, Bhaskaracharya, Brahmagupta, Chanakya, Chakrapani Datta, Madhava, , Patanjali, Nagarjuna, Gautama, Pingala, Sankardev, Maitreyi, Gargi and Thiruvalluvar, among numerous others, who made seminal contributions to world knowledge in diverse fields such as mathematics, astronomy, metallurgy, medical science and surgery, civil engineering, architecture, shipbuilding and navigation, yoga, fine arts, chess, and more. Teachers must be at the centre of the fundamental reforms in the education system in India. The new education policy must help re-establish teachers, at all levels, as the most respected and essential members of our society. Education is a great leveller and is the best tool for achieving economic and social mobility, inclusion, and equality.

### **2.1 Previous Policies**

The implementation of previous policies on education has focused largely on issues of access and equity. The unfinished agenda of the National Policy on Education 1986, modified in 1992, is appropriately dealt with in this Policy. A major development since the last Policy of 1986/92 has been the Right of Children to Free and Compulsory Education Act 2009.

### **2.2 Principles NEP 2020**

The purpose of the education system is to develop good human beings capable of rational thought, compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. A good education institution is one in which every student feels welcomed and cared for. There must also be seamless integration and coordination across institutions and across all stages of education.

The fundamental principles that will guide the education system at large are: recognising, identifying, and fostering the unique capabilities of each student, by promoting each student's holistic development in both academic and non-academic spheres. According the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3;• flexibility, so that learners can choose their own paths in life according to their talents and interests.

### **2.3 The Vision of this Policy**

National Education Policy envisions an education system rooted in Indian ethos that contributes to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support a truly global citizen.

### **2.4 Holistic Development of Learners**

The key overall thrust of curriculum and pedagogy reform across all stages will be to move the education system towards real understanding and towards learning how to learn - and away from the culture of rote learning as is largely present today. The aim of education will not only be cognitive development, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills. Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education. NCERT will identify these required skill sets and include mechanisms for their transaction in the National Curriculum Framework for early childhood and school education.

In all stages, experiential learning will be adopted as standard pedagogy within each subject. Curriculum content will be reduced in each subject to make space for critical thinking and inquiry-based learning. To close the gap in achievement of learning outcomes, classroom transactions will shift towards competency-based learning and education. Art-integration and sports-integrated education will be embedded in classroom transactions.

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The National Education Policy (NEP), 2020 is presented as a forward-looking vision and is perceived to hold the promise of providing 'equitable quality education' for all. The NEP-2020 emphasises much needed



intervention in early childhood education and foundational literacy and numeracy; it proposes the rearrangement of school curricular and pedagogical structure; the reorganisation of teacher education; a new institutional architecture for higher education; and a 'light but tight' system of regulation and monitoring of school and higher education. The NEP-2020 has been applauded for articulating the state's resolve to expand and vitalise equitable quality public education.

### 3. METHODOLOGY

The study area of the study is in Kolkata region. The population of the study is consisted of students, teachers, parents, and others who are directly or indirectly associated like non-teaching staff, dignitaries etc. But target respondent is thirty (30) young student age group 20 years to 30 years. Qualitative research approach has been used with grounded theory to understand NEP 2020 from target respondents. Interview with semi-construct questionnaire is tool and technique for collecting responses from respondents. Smart phone recorded system has been used to capture their responses. Language of the questionnaire was Bengali, Hindi, and English. The responses were converted into English and it was validated through language expert. The language of the questionnaire was used Bengali and Hindi as respondents were comfortable to the respondents. Collected responses were converted into English. Thematic and content analytical tools were used for data analysis.

### 4. RESULT AND DISCUSSION

**Table No.1 Demographic Profile**

Demographic Parameter	Frequency	Percentage
<b>Age</b>		
20	4	13.3
21	2	6.7
22	3	10.0
23	3	10.0
24	3	10.0
25	2	6.7
26	1	3.3
27	3	10.0
28	3	10.0
29	3	10.0
30	3	10.0
Total	30	100
<b>Gender</b>		
MALE	16	53.3
FEMALE	14	46.7
Total	30	100
<b>Education</b>		
GRADUATE	5	16.7
PG	15	50.0
DIPLOMA	10	33.3
Total	30	100
<b>Residential status</b>		
URBAN	14	46.7
RURAL	16	53.3
Total	100	100

Table 1 shows the frequency of occurrences by age. The age of 20 is prominent and has the highest percentage, 13.3%. Higher education has a different gender ratio, with men outnumbering women. It's worth noting that the postgraduate percentage is 50%. Rural residents outnumber urban residents in higher education, with a percentage of 53.3%.

**Table No.2 Descriptive Statistics -Age**

Age	N	Minimum	Maximum	Mean	Std. Deviation
	30	20	30	24.90	3.407



**Table No.3** Age and Education Cross tabulation

Age		Education			Total
		Graduate	PG	Diploma	
20	Count	4	0	0	4
	% Within age	100.0%	0.0%	0.0%	100.0%
21	Count	0	2	0	2
	% Within age	0.0%	100.0%	0.0%	100.0%
22	Count	0	3	0	3
	% Within age	0.0%	100.0%	0.0%	100.0%
23	Count	0	3	0	3
	% Within age	0.0%	100.0%	0.0%	100.0%
24	Count	1	2	0	3
	% Within age	33.3%	66.7%	0.0%	100.0%
25	Count	0	1	1	2
	% Within age	0.0%	50.0%	50.0%	100.0%
26	Count	0	0	1	1
	% Within age	0.0%	0.0%	100.0%	100.0%
27	Count	0	2	1	3
	% Within age	0.0%	66.7%	33.3%	100.0%
28	Count	0	1	2	3
	% Within age	0.0%	33.3%	66.7%	100.0%
29	Count	0	1	2	3
	% Within age	0.0%	33.3%	66.7%	100.0%
30	Count	0	0	3	3
	% Within age	0.0%	0.0%	100.0%	100.0%
<b>Total</b>	Count	5	15	10	30
	% Within age	16.7%	50.0%	33.3%	100.0%

**Table No.4** Age and Residential Status Cross tabulation

Age		Residential Status		Total
		URBAN	RURAL	
20	Count	3	1	4
	% Within age	75.0%	25.0%	100.0%
21	Count	0	2	2
	% Within age	0.0%	100.0%	100.0%
22	Count	2	1	3
	% Within age	66.7%	33.3%	100.0%
23	Count	1	2	3
	% Within age	33.3%	66.7%	100.0%
24	Count	2	1	3
	% Within age	66.7%	33.3%	100.0%
25	Count	0	2	2
	% Within age	0.0%	100.0%	100.0%
26	Count	1	0	1
	% Within age	100.0%	0.0%	100.0%
27	Count	1	2	3
	% Within age	33.3%	66.7%	100.0%
28	Count	1	2	3
	% Within age	33.3%	66.7%	100.0%
29	Count	2	1	3
	% Within age	66.7%	33.3%	100.0%
30	Count	1	2	3
	% Within age	33.3%	66.7%	100.0%
<b>Total</b>	Count	14	16	30
	% Within age	46.7%	53.3%	100.0%



**Table No.5** Age and Gender cross tabulation

Age		GENDER		Total
		MALE	FEMALE	
20	Count	3	1	4
	% Within age	75.0%	25.0%	100.0%
21	Count	0	2	2
	% Within age	0.0%	100.0%	100.0%
22	Count	2	1	3
	% Within age	66.7%	33.3%	100.0%
23	Count	1	2	3
	% Within age	33.3%	66.7%	100.0%
24	Count	1	2	3
	% Within age	33.3%	66.7%	100.0%
25	Count	1	1	2
	% Within age	50.0%	50.0%	100.0%
26	Count	0	1	1
	% Within age	0.0%	100.0%	100.0%
27	Count	2	1	3
	% Within age	66.7%	33.3%	100.0%
28	Count	2	1	3
	% Within age	66.7%	33.3%	100.0%
29	Count	1	2	3
	% Within age	33.3%	66.7%	100.0%
30	Count	3	0	3
	% Within age	100.0%	0.0%	100.0%
<b>Total</b>	Count	16	14	30
	% Within age	53.3%	46.7%	100.0%

Respondents expressed interest in job prospects, technicality, and flexibility. Everyone is excited about NEP 2020 because it is student-friendly and provides opportunities for the next generation.

## 5. CONCLUSION

The National Education Policy 2020 is a right step to construct for a leap into tomorrow. The policy changes look at how to make the system attuned to multimodal system. It also provides the much-needed structural institutional changes that are perfectly in harmony with the government national building mega programs. Young generation will be more benefited as it helps them for self-confidence.

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